

**California Children and Families Commission (CCFC)
Nevada County School Readiness Program
Request for Funding (RFF)**

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(SCHOOL READINESS PROGRAM REQUEST FOR FUNDING)**

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School Readiness Program Application for Funding

Return to:

CA Children and Families Commission
 501 J St., Ste. 530
 Sacramento, CA 95814
 ATTN: Roberta Peck

Due :

December 15, 2002

Part I: Application Information

		Amount of CCFC Matching Funds Requested for First Year		Total Amount of State CCFC Matching Funds Requested:
		\$ 41,667		\$ 400,000

For State CCFC Use

Name of County Commission: Nevada

Executive Director: Jean Soliz		Contact Person: Jean Soliz	
Address: 400 Hoover Lane		Address:	
City: Nevada City	Zip Code: CA	City:	Zip Code:
Phone: 530.265.0611, x224	FAX: 530.265.0524	Phone:	FAX:

Part II: County Commission Signature (Signature needs to be original.)**Agreements and Certifications :**

The County Commission agrees to collect and report additional information and data that will be necessary for the evaluation of, and ongoing reporting on, the School Readiness Programs.

The County Commission agrees to provide resources to support the mentoring/teaching responsibilities of each School Readiness Program as described in the Guidelines for Completing a School Readiness Program Application.

I certify that all CCFC and County Commission Prop. 10 funds will be used only to supplement existing levels of service and not to fund existing levels of service. No moneys shall be used to supplant state or local General Fund money for any purpose, pursuant to Revenue and Taxation Code section 30131.4. The State Commission issued an Advisory Opinion (November 15, 2001) defining "supplantation and supplementation" that is available at the CCFC website (www.ccfc.ca.gov).

I certify that the local, required cash match will be provided as described in this Application.

Phyllis Murdock

County Commission Chair's Name

 County Commission Chair's Signature

Part III: Participating School(s) (Attach extra sheets if necessary.)

Schools Please list the names and CDS codes of all the schools included in the School Readiness Program. Each school should be a qualifying (i.e., high priority) school per the Guidelines for the RFF. (Note: The first school listed on this form may be used by CCFC for the purpose of Application identification.)

CDS Code*	District and School	Enrollment	Grade Span	% students eligible to receive free or reduced-price meals	% enrolled students that are English Language Learners	** Current II/USP or CSRD school or IASA Schoolwide	Current API (Academic Performance Index)
29663326027114	Grass Valley School District, Hennessy School	390	K-3	50.4 %	1.5 %	No	7
29663326027106	Grass Valley School District, Bell Hill School	240	K-2	24.1 %	5.0 %	No	7
31669446031322	Tahoe-Truckee Unified School District, Truckee Elementary School	675	K-5	28.2 %	25.6 %	No	6

* CDE County (2 digits) - District (5 digits) - School (7 digits) coding system as published in the California Public School Directory. (Example: 01 61119 Alameda Unified 6110779 Bay Farm Elementary). Other terms are defined in the Guidelines to the RFF.

** II/USP (Immediate Intervention/Underperforming Schools Program) designates involvement in California's education improvement program; CSRD (Comprehensive School Reform Demonstration) designates involvement in the federal education improvement program; IASA (Improving America's Schools Act) schoolwide projects refers to Title I schools that develop a schoolwide plan for education improvement rather than focusing services on individually identified students.

COLLABORATIVE PARTNERS

School Readiness Program Application

Name/Title	Signature (Optional)	Agency and Address	Phone/Email
Jon Byerrum, Superintendent		Grass Valley School District 10840 Gilmore Way Grass Valley, CA 95945	(530) 273-4483 jbyerrum@gvsd.k12.ca.us
Laurie Martin, Director Community and Youth Development		Tahoe-Truckee Unified School District 11839 Donner Pass Road Truckee, CA 96161	(530) 582-2500 crakl@jps.net
Cathy Valle, Principal		Truckee Elementary School 11911 Donner Pass Road Truckee, CA 96161	(530) 582-2650 cvalle@ttusd.k12.ca.us
Terry McAteer, Superintendent		Nevada County Superintendent of School 112 Nevada City Highway Nevada City, CA 95959	(530) 478-6400 terry@nevco.k12.ca.us
Marcia Westbrook, Coordinator		Local Child Care Planning Council 640 E. Main Street, Ste. 3 Grass Valley, CA 95945	(530) 271-0258 lpcmwestbrook@onemain.com
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Kim Bradley, Director		Community Collaborative of Tahoe-Truckee P.O. Box 10832 Truckee, CA 96162	(530) 587-8322 bradley_kim@yahoo.com
Tina Ludutsky-Taylor, PhD, Provost		Sierra College Nevada County Campus 250 Sierra College Dr. Grass Valley, CA 95945	(530) 274-5300
Margaret Meagher, Director		HelpLine of Nevada County 714 W. Main St, Ste. 6 Grass Valley, CA 95945	(530) 273-2273 helpline@nccn.net
Jill Blake, Executive Director		Child Advocates of Nevada County 11741 Sutton Way Grass Valley, CA 95945	(530) 271-0650 jillb@caofnc.org

Jackie Clary, Director		Nevada County Library Literacy Program 714 W. Main Street, Ste. 9 Grass Valley, CA 95945	(530) 274-8428 jackie.clary@co.nevada.ca.us
Rafaela Frausto, Director		Sierra Nevada Children's Services 256 Buena Vista St, Ste 110 Grass Valley, CA 95945	(530) 272-8866 x 202 rafaelaf@sncs.org
Barbara Wilkenson, Director		Sierra Nevada Children's Museum P.O. Box 2563 Truckee, CA 96160	(530) 587-KIDS Sncmkids@aol.com
George LeBard, Executive Director		Project MANA PO Box 3980 Incline Village, NV 89450	(530) 582-4079
Ann Guerra, Director		FREED Independent Living Resource Center 154 Hughes Road, Grass Valley, CA 95945	(530) 272-1732 ann@freed.org
Carla Bonetti, Executive Director		United Way of Nevada County 206 Sacramento Street, Ste 212 Nevada City, CA 95959	(530) 274-8111 Carla@uwnc.org
Kim Estabrook, Tahoe Area Supervisor		Placer Community Action Council Truckee HeadStart 1166 High Street Auburn, CA 95603	(530) 885-0432
Sara Morrision, Project Director		Nevada County Retired and Seniors Volunteer Program 714 W. Main St, Ste. 2 Grass Valley, CA 95945	(530) 271-0255 rsvp@nccn.net
Bill Locker, Steering Committee		Family Connections Collaborative & Sierra Nevada Children's Services 256 Buena Vista St, Ste 110 Grass Valley, CA 95945	(530) 272-8866 williaml@sncs.org

The Nevada County Commission

Members: **Phyllis Murdock, Chair**, Director Nevada County Community Health Dept.
Jon Byerrum, Superintendent Grass Valley School District
Bruce Conklin, County Supervisor, District 3
Dr. Charles Johnson, MD, PhD, Nevada County Public Health Officer
Laurie Martin, Director of Community and Youth Development for Tahoe-Truckee Unified School District

Nevada County School Readiness Program Application

1. PROGRAM DESCRIPTION

a. Provide an overview of the School Readiness Program, including communities to be served and the process used by the County Commission to develop, review, and select this School Readiness Program.

Introduction

Nevada County will administer School Readiness Projects in two communities – Grass Valley and Truckee. These communities at first appear very different. One is a mountain town high in the Sierra and the other an historic mining community in the foothills. But Truckee Elementary School and the Grass Valley School District both became a top priority through our Special Factors Analysis, and, indeed, we found they have similar challenges in preparing young children for success in school and life.

In separate planning processes, both communities decided to place a strong emphasis on the Parent Education and Support “essential element” after their assessments. They selected strategies for Early Care and Education and School’s Capacity as well. A review of the Nevada County School Readiness Workplan (See Attachment A) will illustrate cost-effective use of community resources, as we build on existing infrastructure and utilize the proven capacities of our partners. These strategies complement several new health and social services strategies launched this year by Nevada County Commission and the Nevada County Human Services Agency, which include a Behavioral Health Consultation Project launched in the two School Readiness sites earlier this year.

The Truckee School Readiness Project will join with the school district in creating forums to build a community and school consensus on methods of teaching English and improving cultural responsiveness. A vital community collaborative will expand use of Truckee’s new family resource center and its many partners to comprehensively engage parents and children in education and enrichment activities.

The Grass Valley School District’s work to create new state preschools, including an excellent child development center at Sierra College, laid the groundwork for School Readiness. One of our new strategies will be to develop an understanding of common expectations of School Readiness between early childhood educators and kindergarten teachers, and educate on these expectations across the community of educators and parents.

Another approach will be to build upon the Latino Family Nights and Neighborhood Doorways to Success Programs for parents of young children. Family Nights is a parent education series offered by the Grass Valley School District, which offers ESL classes, community empowerment information and family activities to neighborhood Latino families. We will add a child development component. Neighborhood Doorways to Success is a parent education effort in our low-income apartment complexes. We will expand the program to more complexes. Results-based evaluations with qualitative and quantitative measures have demonstrated both of these programs are promising practices and effective at attracting interest.

We will promote and train on the use of the Desired Results instrument (preschool and childcare) and pre-kindergarten assessments (Truckee) to help families and educators understand the needs of their children and to help us measure our results. Our School Readiness Program embraces the First Five Principles on Equity, which were adopted by the Nevada County Commission in 2001.

Note that Nevada County, like all Northern California rural counties, is experiencing a sudden immigration of first-generation Latinos. There is a small population of Native Americans, except Latinos, but no other ethnic groups of more than 1%, so we have focused our cultural and linguistic efforts accordingly.

Nevada County and its School Readiness Communities

Stretching from the Sierra Nevada foothills to the Nevada state line, Nevada County encompasses an area of 978 square miles and a population of approximately 92,000. Our population grew by 17% during the nineties.

Nevada County is divided by the Sierra Nevada mountain range, thus creating two separated, diverse regions. Western county has two cities, Nevada City (pop. 2,800) and Grass Valley (pop. 11,050). The population center of eastern Nevada County is Truckee (pop. 14,000), which is geographically and socially connected with the Lake Tahoe portions of Placer County and the state of Nevada.

Nevada County as a whole experienced an improved economic picture before the current downturn, according to a recent United Way Community Assessment, but families with young children benefited the least. While many wealthy retirees live in the county, families with young children receive low wages relative to their counterparts in more populous areas of the state, and these families face surprisingly high costs for housing. While Nevada County ranked 8th in the state in 1998 as to the percentage of children in poverty (14.5%), year 2002 data shows families at 200% of the Federal Poverty Level pay 29% for fair market rent, ranking the county in 29th position statewide (Children Now 2002).

Our county is making progress on some risk factors. The rate of infants born to teen mothers dropped from 11.2% in 1998 to 8.7% in 2000 and the number of infants born to mothers with less than 12 years of education dropped from 16% to 15% in the same time period. However, despite our economic advantages we ranked 23rd in the state in the rate of child abuse in 2001 (Children Now 2002).

As in other Northern California rural counties, families in the Sierra foothills and mountains are challenged by isolation. Long roads separate communities and services. Public transportation is very limited. Severe winter weather leaves families without contact for long periods of time. The Nevada County Commission will launch the first comprehensive Information and Assistance Referral System for families in January.

Truckee and Grass Valley are 65 miles apart, and separated by the Sierra Nevada mountain range. But these two communities have similar challenges when it comes to School Readiness.

Grass Valley School District

Grass Valley is one of California's oldest mining communities and relies on tourism, technological corporations and the business of a wealthy retired population. Within the western county, the most difficult educational challenges exist in the Grass Valley School District (GVSD).

Grass Valley is where many of the "working poor" live, and the community is slowly awakening to the presence of a fast-growing Latino population. These mostly Spanish-speaking monolingual families are still "invisible" to many and are not integrated into the culture, nor yet represented in public or private leadership positions. In general, lower income families are clustered in Grass Valley, and all families suffer from an affordable housing shortage.

The Grass Valley School District (GVSD) has two kindergarten programs, Bell Hill School and Hennessey Elementary. We divided our new School Readiness funds proportionally, in accordance with kindergarten enrollment. Two thirds of our project funds will support the Grass Valley School Readiness Project. Representatives from each school have been very much involved in planning this project. GVSD Superintendent Jon Byrerrum, who is also a Nevada County Children and Families First Commissioner, facilitated the planning process.

With strong leadership from the district, these two schools have been conscious of “school readiness” for some time. GVSD recently opened two state preschools, one of which has become a “center of excellence” for the community in a new child development center at Sierra College. With local commission capacity-building funds, the Sierra College state preschool pursued a blended funding plan, and is now widely used by the early child education community. Twenty-percent (20%) of Nevada County’s early childhood educators are enrolled in professional development activities through the Commission’s Educator Support Program, which has substantially increased the use of the lab.

Truckee Elementary School

Truckee is a mountain town, and supports the snow sports industry. Working class folks live in stark contrast to the newer “second home” wealthy homebuyers who are an increasing proportion of the population. Many of the residents in Truckee work in the service sector supporting this resort economy, and generally these jobs are low paying and lack benefits. Again, Latino families live isolated from the community at large due to barriers of language and culture. Truckee residents are further isolated by heavy snows during the winter.

Truckee Elementary School has five Kindergarten classes, two of which are taught in Spanish. Approximately 115 children attend Kindergarten there each year. Approximately 25% of Truckee Elementary’s students are Latino, and currently students are taught in a Bilingual Education approach, with an emphasis on transitioning to English-only classrooms during later elementary School.

Community Partners

Form 4A illustrates the funding commitments of our partners and they have various roles. Please see the attached Memorandum of Understandings (Attachment D, Truckee; and Attachment E, Grass Valley). These partners are each under strain from the budget crisis as we submit this application, but understand that School Readiness is an opportunity to maximize resources in the long run.

Nevada County’s Special Factors Analysis

Nevada County schools are known to be high achieving, having scored second only to Marin County for years in statewide tests. The Nevada County Commission was well aware, however, that many young children are entering school without the skills and attributes to be successful.

We were originally ineligible for First Five School Readiness funds because we had no low-ranked API schools in 1999. The Nevada County Commission conducted a “special factors analysis,” in accordance with instructions issued when the final 13 counties were declared eligible for state School Readiness funding. The Commission considered “the traditionally high-risk factors’ associated with ‘low performance in school’ (namely poverty, ethnicity, education level of the parent, and primary language other than English)” (p.15, Guidelines).

In our “special factors analysis,” we first looked closely at Vantage Point Charter and Woodlands Charter because they ranked a “4” on API scores in 2001. There were no data for 1999 and 2000 for these schools. We decided not to select either of these schools for the following reasons:

- a) the California Department of Education marked both of these scores as “less reliable” because of the small number of students;
- b) both schools are undergoing significant administrative change (Vantage Point as to administration and Woodlands Charter is being merged with Grizzly Hill School);
- c) Vantage Point has only 34 students in all grades, and Woodlands Charter only 95;
- d) Neither of these schools ranked in the top six on any of the special factors elements.

The Commission chose the Grass Valley School District (GVSD) and Truckee Elementary Schools (TE) because they are the areas serving children most challenged by special factors as defined by the state. (Please see the attached Special Factors Analysis, dated June 9 2002, Attachment F.)

In summary we found:

Grass Valley School District:

- POVERTY - 4 of 6 highest ranked (western county) schools in 2000; and 5 of 6 in 2001;
- PARENT EDUCATION - 6 of 8 of lowest ranked (western county) schools;
- ENGLISH LANGUAGE LEARNERS - 6 of 6 highest ranked (western county) schools;
- ETHNICITY - 3 of 6 (western county) schools with highest percentages of Hispanic/Latinos, the largest ethnic group in the western county;

Truckee Elementary School:

- Truckee Elementary ranks far above other Nevada County TTUSD (eastern county) schools on all factors. For example, TE serves three times the number of poor children and nine times the number of Latino children when compared to the second closest ranked school in eastern county.

b. What are the strengths and needs of the families and communities served by the targeted schools?

Parents, kindergarten teachers, childcare providers, social service providers and school administrators comprised the Truckee and Grass Valley School Readiness Planning Committees (Please See Attachment G – Planning Committee Rosters). Both School Readiness planning processes were strengthened by the involvement of the two dynamic children's collaboratives that exist in eastern and western county. (Please see Section 2 d.)

Five months of intensive planning began with assessment in each project area. Both groups used community processes and a variety of instruments as they assessed the status of children, the schools and families-supported-by-communities. (Please see Attachment H, Assessment Instrument Samples).

The planning process for the School Readiness project in Truckee began with the convening of a core group that represented the critical entities. A planning committee of 17 included three parents of young children, three elementary school teachers, three preschool providers, two childcare advocates, five human service providers and the Truckee Elementary School Principal. This group initially looked at all available data that addressed the current state of school readiness of children entering school. They next gathered demographic data and school data, and utilized the extensive assessments that had been completed by the Community Collaborative of Tahoe-Truckee.

The Collaborative has tested a random sample of entering kindergartners in Truckee Elementary School each year for five years using the American Guidance Services Early Screening Profile. This nationally normed test provided us with a great deal of baseline data on the school readiness of our children.

The Truckee School Readiness Planning Committee also decided that they had more questions about the status of our children and wanted to know what parents thought their children needed to be more school-ready. From here the process consisted of:

- Surveying all six Kindergarten teachers (including the special needs kindergarten) about their impressions of the skill areas most in need of support for children;
- Surveying local preschool providers regarding their impressions of the skills children have when heading to Kindergarten (we got 17 responses to this survey);
- Surveying parents about the needs of their children and of them as parents (we received 143 responses to this survey, including 46 in Spanish). (Some of these surveys were completed in writing, and some were done either over the phone or in person.);
- Convening a larger planning meeting attended by over 35 people to provide input into strategy ideas; and

- Bringing the draft ideas for strategies back to key people for review, including to the Community Collaborative of Tahoe Truckee, which represents over 80 active members.

Out of this process emerged a community consensus around the best approaches to support our children in becoming more school ready. The clear goal of our community is to ensure that each child entering Truckee Elementary School has the best possible chance of having a successful school experience.

Like the planners in Truckee, the GVSD committee wanted more information after surveying the kindergarten teachers on “ready child outcomes” (See Results in Attachment H). In a process similar to the one in Truckee, the Grass Valley Planning Committee added to its assessment by:

- Surveying all seven kindergarten teachers;
- Surveying the parents of kindergartners (51 responses of 186);
- Surveying the parents of children in childcare (52 responses of 600);
- Convening a “Dessert Faire”) family forum for a diverse community (15 parents);
- Having the plan reviewed by the Family Connections Children’s Collaborative.

Both committees found that Nevada County’s new kindergartners were strongest in their interest and creativity, their small and large motor skills and their self-help and hygiene. They decided that children’s needs were for improvements on the following Ready-Child Outcomes:

- a) social skills;
- b) language development;
- c) behavioral skills;
- d) attention span; and
- e) pre-academic skills.

Strategies were chosen to educate and empower parents and educators in these areas. Within the context of the ready child outcomes the committees found the schools to be most successful in:

- a) helping children learn and grow,
- b) being committed to the success of every child,
- c) introducing strategies that are proven to raise achievement, and
- d) taking responsibility for results.

Both committees decided that the School Readiness Project should focus on improving:

- a) transitions for children between home, early care and school,
- b) continuity between early care/education and elementary schools, and
- c) integrating the schools and the community to support parental involvement.

These outcomes include special attention to the needs of Latino children and those with disabilities or special needs.

Measuring the strengths and weaknesses of our families and communities told us that:

- a) regular and comprehensive health services are generally available to our children or the need for services (like dental health) is beyond the reach of the project, and
- b) children have a relatively good choice of quality, stable childcare. (The Committee recognized that childcare is not affordable for many families, but that School Readiness funds were inadequate to tackle this problem, and that the Educator Support Program is making significant improvements to the quality of care (See Section 2 a).

The chosen strategies described above are laid out as results in the next section.

c. what results are expected for children and families?

Nevada County's local School Readiness planning focused on the California First 5 Commission's long-term result – ***that children enter school in good health, ready and able to learn, and emotionally well developed.*** We will measure ready child outcomes identified by the National Education Goals Panel annually, with pre-kindergarten assessments (Truckee), kindergarten teacher and parent surveys (Truckee and Grass Valley).

School Readiness evaluation in our county will take place in parallel to our countywide child well-being results process. The Nevada County Commission will issue its first young children's community assessment report (as yet unnamed) in fall of 2003. That report will measure child well-being every two years on selected indicators, many of which appear in SRI's list of Core Indicators. A research firm will survey sufficient families for a high confidence level measurement of parental responses, and combine that data with extant public data to measure trends over time. The biennial report on child well being will inform our periodic School Readiness planning, as will our review of the results described below.

The School Readiness Planning Committees focused on results related to ready child, ready families and ready school outcomes (Attachment H). Both planning committees included an emphasis on serving English Language Learners and children with disabilities and/or special needs.

Our belief in results-based accountability is expressed through our strategies, our use of experts and our willingness to fund these aspects.

- Both the Truckee and Grass Valley School Readiness Projects include expansions of successful promising practices, and new strategies are targeted toward specifically identified results.
- A district-led planning process in Truckee will use an expert (Laurie Olsen from California Tomorrow, author of "Turning the Tides of Exclusion") to build community consensus on how to respond to and support monolingual children.
- Both projects will benefit from the ongoing involvement of a child development specialist in designing transition programs and parent education efforts.
- All research tools are in Spanish and English, and forums and events include interpreters.
- The needs of children with disabilities and other special needs are a part of all planning.
- One of our goals is to expand the use of the Desired Results instrument, not only to help us measure children's readiness for school and help parents learn about their children, but also to build a community system of assessment.
- In Truckee, we will expand upon the use of pre-kindergarten assessments to measure school readiness over time.

The chart that follows is our draft evaluation plan, which contains the short-term results to improve long-term ready child outcomes. These results were selected by the Planning Committees as most likely to improve children's readiness. The Commission will ensure annual evaluation, using these results and measurements.

Governance Committees for each project will review and refine this plan as a first priority to assure local appropriateness, with involvement by Commissioners.

NEVADA COUNTY SCHOOL READINESS DRAFT EVALUATION PLAN

Early Care and Education

Short Term Results	New Strategies	Indicators/Measures
<ol style="list-style-type: none"> 1. Parents have access to quality, culturally responsive preschools/childcare 2. Early childhood educators receive support and training to further education and retention 3. Children with disabilities and special needs have access to preschool/childcare 4. Early childhood educators receive training to improve children's social skills and respond to anti-social behavior. 	<ul style="list-style-type: none"> • Continue efforts to train and encourage professionalism amongst early childhood educators, with experience and systems developed in the Educator Support Program (ESP) • Sponsor joint-activities between primarily English-speaking and Spanish-speaking children • Facilitate a process to create a community consensus on inclusive models of teaching English and cultural responsiveness • Develop a model special needs preschool for children with moderate to severe disabilities • Conduct trainings for early childhood educators on serving children with disabilities and special needs; on Spanish language and culture, and behavioral health • Train childhood educators on School Readiness • Implement an anti-violence curriculum for teachers, children and parents of preschoolers • Create a lending library for preschools and childcares on School Readiness 	<ul style="list-style-type: none"> • Nevada County Commission's biennial survey of parents on access to preschool/childcare • PACE (U.C. Berkeley) evaluation report of improved quality/retention • Desired Results assessments • Participant evaluations of all trainings and workshops • Attendance records for all trainings and Workshops • Pre/post assessments by teachers and trainers • Library utilization data

Parent/Family Support Services

Short Term Results	New Strategies	Indicators/Measures
<ol style="list-style-type: none"> 1. Parents have access to quality parent education and support services 2. Families are involved in and connected to their neighborhood and community 3. Parents have the knowledge and skills to help their children be ready to succeed in school 	<ul style="list-style-type: none"> • Develop and distribute School Readiness Kits to support parents' efforts to prepare their children for school, including a Parent's Guide • Provide workshops on School Readiness for parents • Connect parents to an expanded number of literacy classes in English and Spanish • Expand access to child enrichment activities which will foster critical thinking and provide opportunities for experimentation and creativity • Expand ESL Family Nights Programs for Latino families with young children • Expand the "Neighborhood Doorways to Success" family support programs in low-income apartment complexes • Offer a variety of classes and educational opportunities for parents to increase their knowledge of child development • Offer parents trainings on how to advocate for their children in school 	<ul style="list-style-type: none"> • Distribution list and evaluation reports for School Readiness Kits/Guides • Participant evaluations of all trainings and workshops • Pre/post literacy score results • Parent surveys

Health and Social Services

Short Term Results	New Strategies	Indicators/Measures
<ol style="list-style-type: none"> 1. Children have access to health services, including mental and dental health 	<ul style="list-style-type: none"> • Offer behavioral health consultation and training services to childcare providers and preschool teachers • Provide assessment and referral services to families through their childcare settings • Promote positive oral health through a peer outreach prevention program • Expand nutrition education efforts for Latino families with young children • Offer breastfeeding support services to new mothers 	<ul style="list-style-type: none"> • Behavioral Health Consultant reports • Early childhood educator evaluations of the Behavioral Health Consultation project • Referral data • Participant evaluations of all trainings and workshops • Number of breastfeeding support specialists/visits

Schools' Capacity to Prepare Children for Success

Short Term Results	New Strategies	Indicators/Measures
<ol style="list-style-type: none"> 1. Schools smooth the transition between home and school 2. Schools strive for continuity between early care and education and elementary schools 3. Schools serve children within communities 	<ul style="list-style-type: none"> • Develop common expectations of children for School Readiness between kindergarten teachers and childcare providers • Explore the creation of a liaison to further communication between parents, early childhood educators and schools • Create systems for sharing assessments and other information about a child with the kindergarten teacher 	<ul style="list-style-type: none"> • Pre-kindergarten assessments in Truckee • Common Expectations agreements • Training records • Participant evaluations of all trainings and workshops • Surveys from parents, kindergarten teachers and early childhood educators

Program Infrastructure, Administration and Evaluation

Short Term Results	New Strategies	Indicators/Measures
<ol style="list-style-type: none"> 1. Partners will commit funds to improve children's readiness for school 2. Agencies and families will plan, implement and evaluate together in improving children's readiness for school. 3. Partners will use a shared accountability system to measure and examine results 	<ul style="list-style-type: none"> • Implement strategies that expand upon or complement the efforts of partners • Utilize a shared data collection system to measure what families with young children need and whether they are getting it • Use the Governance Committees to oversee planning, operations and evaluation 	<ul style="list-style-type: none"> • Governance Committee records for each project to ensure full involvement of families and partners • Annual evaluation reports • Monitor progress on fiscal sustainability

2. SERVICES AND PARTNERS

a. *What strategies and partners are currently in place that address the 5 “Essential Elements”? (This provides a baseline and demonstrates community assets that can be mobilized and focused for School Readiness).*

Early Care And Education

Our county child care resource and referral agency, **Sierra Nevada Children’s Services (SNCS)** offers early care and education resources, including: family resource and referral services, childcare subsidies, inclusion outreach for special needs children, a health linkages program and educator training and supports.

The **Local Childcare Planning Council (LPC)** leads planning in many arenas and has supported the efforts of SNCS and the Nevada County Commission to improve the quality and availability of childcare. In addition to channeling the new AB 1703 inclusion funds to SNCS, this year the LPC added distribution of AB212 (state preschool educational stipends) and funded a Commission project entitled Computers for Childcare (free upgraded computers).

The **Tahoe-Truckee Unified School District** and the **Grass Valley School District** have each opened state preschools within the past three years.

- The **Truckee State Preschool** opened its doors in 2001/02 and now serves more than 40 primarily Latino preschoolers, who are learning English. A grant from the **Nevada County Commission** supports transportation and other key supplements. Preschool was previously unavailable to these children.
- The **Sierra College Child Development Center** laboratory site was created around a core Grass Valley State Preschool project, which moved into a new, state-of-the-art center built at the Nevada County campus of Sierra College. This lab serves as a “center of excellence” for the early care community. With a grant from the **Nevada County Commission**, child development faculty and the **Grass Valley School District** created a blended funding program that now serves preschoolers and infants and provides supervised learning opportunities for early child educators.
- The **Grass Valley School District** also operates a state preschool at another Grass Valley location. This school is jointly administered with the **Sierra Community College Child Development Laboratory**. Both preschools focused immediately on readiness for school. For example, they train their faculty, children and parents with a unique “Anger and Violence Prevention” curriculum to develop acceptable conflict resolution skills in preschoolers, with a grant from the **Nevada County Commission**.

The **Office of the Nevada County Superintendent of Schools** operates an array of educational services for children with disabilities and special needs, including assessment, therapy, an infant program and special education preschool.

The **private childcare community** is well respected in Nevada County, but faces the same economic challenges seen elsewhere. Grass Valley families can access care across the continuum from small family child care homes to centers, but affordability remains a problem for families and providers.

The **Nevada County Commission** is in year two of its Educator Support Program (ESP). Under ESP, a stipend and benefit program reaches 20% of our county’s childcare providers, each participant is improving his/her early child education skills. This project is funded as an evaluation model by PACE at the U.C. Berkeley, First 5 California, and the local commission. We’ve already seen dramatic improvements in the professionalism of our childcare workforce and a countywide childcare training infrastructure has developed as a result of ESP. The Commission is also piloting a “Continuity of Care” scholarship program to help families leave their child in the same childcare/preschool setting during a temporary economic setback.

The **Nevada County Library Literacy Program** offers literacy services to families, in partnership with the Community Collaborative of Tahoe Truckee and elementary schools.

HelpLine of Nevada County provides information and referral services by telephone to families, and serves as the database “hub” of our new software referral database and data collection system.

The **Placer County Community Action Agency (PCAC)** administers the Truckee Early Head Start and Head Start Preschool programs.

Parenting and Family Support

The **Nevada County Commission** has funded some parenting support services:

- The **Community Collaborative of Tahoe Truckee (CCTT)** was developed with Sierra Health Foundation funds. CCTT is a comprehensive well-administered collaborative that recently opened the **KidZone**, an indoor play area, children’s museum and family resource center built with Prop 10 funds from Placer and Nevada Counties. CCTT offers an array of parent education and support services, some of which were funded through the **First Five California’s CBO Program**.
- **Neighborhood Doorways to Success** is a **United Way Success by 6 program** that offers parent classes, childcare and other resources to families with young children in Grass Valley’s low-income apartment complexes.
- The **Read Me a Story Program**, administered by the **Sierra Nevada Memorial Hospital Foundation**, distributes books to babies and young children through doctor’s visits.
- Free or low-cost mental health counseling is available to families with young children in Truckee and Grass Valley.

Grass Valley School District provides “**Family Nights**” (ESL and parent education courses) through partnerships with Nevada Union High School District’s adult education department and United Way’s Success by 6 program.

The **Foothills Healthy Babies Program**, a programs of **Child Advocates of Nevada County** is a home-visiting program that serves families with certain risk factors identified at a child’s birth.

Health and Social Services

The planning committees in Truckee and Grass Valley assessed the status of health and social services and found that children aged 0 to 5 receive numerous quality services. The committees identified particular needs of young children for health and social services, such as dental care, and outreach services to enroll them in Healthy Families and WIC services, immunization and public health services. The consensus was that Nevada County is making progress in many health and social services before the latest budget cuts, anyway. However, there is clearly a need for expanded public health services and dental care, but the investments required were well beyond the reach of School Readiness. Our School Readiness Plans therefore contain no major health initiatives.

The Nevada County Commission has launched an Asthma Initiative to fund specialist visits and provide Asthma Kits for parents. Commission staff is researching grants to conduct a countywide public health education project regarding asthma and childhood obesity.

School's Capacity

The Grass Valley School District welcomes new students with a “kindergarten roundup” each spring, to orient the children and provide parent orientation. School information is sent to the preschools in spring and students are assigned to classes early in summer, so parents can connect with their child’s teacher in advance. All incoming kindergarten parents and students are invited to an open house the day before school begins, and parents are encouraged to accompany and stay with their kindergartners on the first day of school. The Bell Hill principal visits preschools in the district biannually and kindergarten teachers hold “Share and Care” conferences with kindergarten parents within the first few weeks of school, to listen to parents talk about their children. The school regularly reviews curriculum materials and assessment instruments for developmentally appropriateness.

Staff at Truckee Elementary also have a history of commitment to the idea of school readiness, which we intend to build upon. Teachers have assisted with annual assessments of individual children’s school readiness. Additionally, staff has participated in meetings with preschool teachers on creating a smooth transition into Kindergarten. Each year staff hosts visits from preschool students to the Kindergartens, as well as a Kindergarten Roundup for parents. Truckee Elementary also has a strong commitment to serving its English Language Learner students.

b. *What new strategies and partners will be implemented to further address or expand/ enhance the 5 “Essential Elements”? (The “new” strategies and partners can be newly funded programs and services to additional children and families and enhancements or improvements to programs and services).*

Early Care And Education

Early Care to Kindergarten Transition:

The School Readiness Planning teams in both sites recognized the need to strengthen the connection between childcare/preschool and kindergarten, which is largely nonexistent today. These strategies include sharing early child assessments, joint parent involvement efforts, and supporting joint activities between primarily English-speaking and Spanish-speaking preschool children.

The **Early Care to Kindergarten Transition** strategies will be led by the School Readiness Coordinator for each site, with expertise from the Commission’s child development expert. We are well-positioned for wide involvement of the early child education committee, because we can draw on the infrastructure, expertise and trust we have developed in our Educator Support Project.

Children with Disabilities and Special Needs:

In eastern county, the Truckee School Readiness Coordinator will work with community agencies to develop preschool and childcare options for children with disabilities or special needs.

Western County Demonstration Strategy:

The Nevada County Commission funded the **Champion Mine School Readiness Preschool Program** as a pilot project this year in western county to improve the readiness of children with severe disabilities. This is a blended preschool program for children with severe disabilities and state preschool students.

The **Nevada County Superintendent of Schools** is partnering with the **Local Childcare Planning Council, Sierra College, Sierra Nevada Children's Services, FREED Center for Independent Living**, and others to seek sustained funding, develop and implement a parent involvement model, and evaluate the program in terms of sustainability and child outcomes. These partners will also offer training on disabilities and special needs to the childcare/preschool community, and the possibility of using the preschool as a "lab" school to train caregivers will be explored. Parent involvement will be critical to this project and is a key result we will measure.

English Language Learners:

The **Tahoe-Truckee Unified School District, Truckee Elementary School and the Grass Valley School District** have each devoted enormous effort to welcoming and educating Latino children. Both of the planning committees identified gaps in childcare/preschool and school services for English Language Learners and selected many strategies to strengthen responsiveness, including intensive outreach to Latino families, trainings on cultural competency and diversity, and offering Spanish instruction to early childhood educators.

Eastern County Demonstration Strategy:

Truckee educators are challenged with choosing appropriate models for responding to the cultural and language needs of Latino children. The Tahoe-Truckee Unified School District (TTUSD) obtained funds from the Cowell Foundation to engage the school community in a discussion about methods of inclusion (i.e. immersion, dual-immersion, Spanish only, etc.). There is a diversity of opinion about these approaches. The School Readiness Coordinator will participate in the TTUSD work-study groups and facilitate forums for a similar dialogue amongst preschool parents, early childhood educators and other community members. The community contacts and network of families in the Community Collaborative (CCTT) will be used for parent-to-parent outreach to ensure broad family involvement.

Parenting/Family Support

The **Truckee and Grass Valley School Readiness Planning Committees** both selected this essential element as primary in their School Readiness plans. Our assessments told us that families need support, education and skills to help their children prepare for success in school.

School Readiness Coordinators in each site will offer research-based parenting support and education services, including:

- Information about child development and parents as first teachers;
- Expanding access to enrichment classes for children and their families;
- Connecting parents to expanded family literacy services;
- Creating School Readiness workshops and kits for parents;
- Expanding the Neighborhood Doorways to Success Program;
- Expanding the Family Nights Program for Latino parents;
- Encouraging assessments to advise parents on their child's needs; and
- Supporting parent advocacy for their children in schools.

Again, we will build off the networks and trust that have resulted from existing programs and collaboratives.

Health and Social Services

Nutrition education services will be offered in the Truckee School Readiness Project, through Project MANA, which serves the Latino community. The Nevada County Commission will pursue funding for a countywide nutrition and asthma education initiative this year, and these strategies will be added to the School Readiness Plan if the Governance Committees agree and if funds become available.

The **Nevada County Behavioral Health Department** has moved forward rapidly this year to serve young children and their families. Therapists have taken advantage of training funded by the First Five Commission to learn new clinical approaches, and built a child therapy room. In partnership with the **Nevada County Commission**, the County Behavioral Health staff is serving children in childcare and preschool settings through the new **Early Childhood Behavioral Health Consultation Project**, which is now operating in the School Readiness sites. A collaborative group in Truckee has also been working on expanding access to mental health care for Spanish speaking residents.

School's Capacity

Note that this project builds on the new strategies in Early Care and Education.

Countywide Demonstration Strategy:

The Nevada County School Readiness Program includes planning and development of a new program to explore and evaluate a model Early Care-Kindergarten Connections Program to examine ideas such as:

- a) developing "Common Expectations" of children as they enter kindergarten within the early childhood education community (parents, kindergarten teachers and early care educators);
- b) training early childhood educators on "Common Expectations" for School Readiness;
- c) maximizing the opportunities offered by Sierra College to improve School Readiness (child development lab, courses, interns, early childhood experts and community presence); and
- d) exploring the creation of an early childhood liaison to assist teachers, early care educators and parents in communicating with each other;
- e) Supporting kindergarten teachers in doing site visits and outreach to preschools to further their understanding of current programs and curriculum.

This strategy will be led by our contracted child development expert, Mary Anne Kreshka, who has served as our Educator Support Program Professional development Adviser and is a Child Development Professor at Sierra College. (See Section 3 b.)

c. What are the specific roles and commitments provided by the participating schools?

Nevada County is unique in that our Commission has included two school representatives from the beginning. The leadership from these Commissioners has helped us build strong School Readiness partnerships with the schools and districts. Both school districts and all schools will participate on the Governance Committees as well as assume program responsibilities. These committees will meet as needed to develop job descriptions for the School Readiness Coordinators and AmeriCorps*VISTA volunteers, approve workplans, and oversee operations and evaluation. (Please see the attached Memorandum of Understanding).

Nevada County Schools (western Nevada County)

- **County Superintendent Terry McAteer** was a Commissioner for four years. The county office of education has helped us plan for School Readiness and operates the Champion Mine School Readiness Preschool Program.

- **Assistant Superintendent for Special Education Susan Clarabut** heads up the Special Needs Advisory Committee, whose purpose is to turn the Champion Mine pilot project into a sustained model preschool and a resource for early child educators on disabilities and special needs.
- **Grass Valley School Superintendent Jon Byerrum** is a Commissioner. He led the Grass Valley School Readiness planning process and will hire and supervise the School Readiness Coordinator for that project, as well as the AmeriCorps*VISTA volunteer. The Grass Valley School District will be the primary contractor for that project, facilitating the continued involvement of kindergarten teachers and principals as well as the expansion of the Latino ESL/Family Nights parent education program.
- **Bell Hill School and Hennessey Elementary School kindergarten teachers and principals** have planned with us and will continue on the School Readiness Governance Team. Teachers from each school will participate in implementing early care to kindergarten transition activities, jointly sponsored parent education activities, and the development of shared expectations with early childhood educators.

Tahoe Truckee Unified School District (TTUSD) (eastern Nevada County)

- **Laurie Martin is the TTUSD Director of Community and Youth Development** and has been a Commissioner since Prop 10 began. She oversees the Truckee State Preschool and the STEPP Teen Parent program. Under her leadership, the district will lead the Cowell Foundation project to build a school and community consensus regarding the models for teaching English and cultural responsiveness in preschool and K-12. Ms. Martin serves as the Commission's liaison to the Truckee School Readiness Project and will serve on the Governance Team.
- **Truckee Elementary School** hosts all planning for School Readiness. Principal Cathy Valle and several teachers have participated in School Readiness Planning and will continue to work on early care to kindergarten transition activities, jointly sponsored parent education activities, and the development of shared expectations with early childhood educators.

Sierra College

- The Nevada County School Readiness Plan includes the ongoing involvement of an early childhood professional from the Sierra Community College Nevada County Campus, which is also expanding services to Truckee. Sierra College faculty will facilitate the development of shared expectations between early childhood educators and kindergarten teachers and provide training on those expectations to parents and educators. This expert will also play a key role in developing the model Special Needs Preschool with family involvement and using it as a resource for early care providers in the community.

d. How will coordination/integration of current and new services and resources for this School Readiness Program be addressed and supported?

We have a jump start on coordination in Nevada County because of our two very vital children's collaboratives, the Community Collaborative of Tahoe Truckee (CCTT) and the Family Connections Collaborative in western county. Each collaborative includes broad membership of public and private agencies that serve young children and their families and serves as a forum for School Readiness policy discussions. Families and early childhood educators are also in the collaboratives.

The School Readiness planning process has solidified strong relationships between these collaboratives and the local elementary schools. The collaboratives will work with Commission staff, the School Readiness Coordinators and Governance Committees to ensure coordination and further integration.

CCTT will serve as the primary School Readiness contractor in Truckee, and will house the School Readiness Coordinator as an in-kind contribution. Many CCTT members play a role in the Truckee School Readiness Project. Members providing School Readiness services include the Truckee Family Resource Center, The Sierra Nevada Children's Museum, Project MANA, Headstart, Sierra Nevada Children's Services, etc. CCTT will play a key role in cooperative planning and governance.

The Family Connections Collaborative selected representatives to the Grass Valley School Readiness Planning Team, and participated in regular policy planning discussions to identify strengths and needs within the Essential Elements. The Grass Valley Governance Team will include Family Connections members to ensure regular communication with the many provider members.

A new countywide information and referral system, planned by the collaboratives with Commission leadership, will be launched in January. This system provides many private and all public agencies with the same software, which is comprehensive and up-to-date, to help families find the services they need. This system not only allows for accurate referrals, but it is also a data collection tool, giving us an idea as to whether families receive services and where new services are needed. We expect to learn the reality of finding what's needed and what's working – from the family point of view.

The Governance Committee for each project will review workplans and budgets to ensure non-supplantation, which will then be reviewed by the Commission. Each workplan will include a description of the role of each partner. Periodic reviews and annual revisions will give each partner a formal opportunity to apply "lessons learned" and modify roles to improve services. Our small size makes identification of high need families quite easy. Using strategies we've tested through the programs we're expanding, we'll reach out to those families as a priority.

3. OPERATIONS

a. How has/will collaborative planning and decision making be accomplished?

School Readiness Coordinators

Each School Readiness site will have a School Readiness coordinator. The Grass Valley School District will hire and supervise a SR coordinator and Truckee's SR coordinator will continue to work as an independent contractor for the Commission, and will be out stationed with the Community Collaborative of Tahoe-Truckee. (Please see the Organizational Chart, Attachment I).

Governance Committees

The state commission requires ongoing involvement of families and community partners in School Readiness, as to planning, operations and evaluation. A Governance Committee will be formed for each site and meetings will be held on an as-needed basis. Each Governance Committee will include representatives from families, early childhood education, social services, the special needs community, school and the Latino community. The Governance Committees will participate in hiring, approve workplans, monitor implementation and supervise evaluation. The Governance Committees will also assist in annual strategy revisions. Committee recommendations will go to the school boards and the Commission.

AmeriCorps*VISTA Volunteers

Each School Readiness site will have a VISTA volunteer (assuming approval our request) who will work under the supervision of the School Readiness Coordinator for three years. In addition, the Commission will have two volunteers to work on program development, coordination, providing support to the demonstration strategies, and fundraising.

The Role of the Nevada County Commission

The Commission functions as the overall administrator of the Nevada County School Readiness Project. As such, staff will be involved in evaluation, contracts issuance and management, demonstration strategy support and participation, budgeting, reporting to the Commission and continuous planning. A key role of the Commission is to provide the oversight necessary to stay in tune with and respond to collaboratives partners, including families, early care providers, social service agencies and the schools. The Commission will be intensely involved in these projects, with a Commissioner Liaison at each site.

b. How does your staffing and professional development support the results and strategies for the 5 “Essential and Coordinated Elements” for the children and families to be served?

Our School Readiness staffing taps the expertise of early childhood and school professionals, partnered with Latino family advocates, parents and the special needs community.

School Readiness Commissioner Liaisons:

Jon Byerrum	Superintendent, Grass Valley School District B.A. Political Science, UCLA Certificates: Secondary, Elementary, Special Education, Multi-Subject and Administration
Laurie Martin	Director of Youth and Community Development, Tahoe Truckee Unified School District B.A. University of Santa Clara M.A. Public and Health Services Administration, U.S.F. Certificates: Multiple and Single Subject

Commission staff:

Jean Soliz, Executive Director:	B.A. Communications, University of Washington J.D. U.C. Davis School of Law (20 years social services policy/administration)
Liz Matson, Program Coordinator	B.A. Spanish & Political Science, Wellesley College
Janice LeRoux, Program Coordinator	B.A. Humanities, Wayne State University M.A. Medieval Studies, University of Toronto
Mary Anne Kreska, Child Development Expert	B. A. Child Development, U.C. Berkeley M.A. Educational Curriculum and Supervision, U.C. Berkeley
Phebe Bell, Truckee School Readiness Coordinator	B. A. Yale University M.S.W. Portland State University
Grass Valley School Readiness Coordinator	To be hired and supervised by the Grass Valley School District, in consultation with the Grass Valley SR Governance Committee.

AmeriCorps*VISTA Volunteers:

We have also applied for four AmeriCorps*VISTA volunteers, who will be out-stationed under the School Readiness coordinators or working under the supervision of Commission staff. The two volunteers who provide direct services will be recruited with an emphasis on community education skills and cultural responsiveness to Latinos and low-income families. We will focus on mentoring and training these folks, so they are successful in this project and leave with enhanced skills. The two volunteers who work on program aspects, such as evaluation and service integration will be recruited and trained accordingly. We especially look forward to working with a senior VISTA, from whom we expect to learn a lot ourselves.

Governance Committees:

Both projects will be administered with oversight from the project Governance Committee, which will advise school boards and the Commission. Each Governance Committee will include representatives from families, early childhood education, social services, the special needs community, school and the Latino community. The Governance Committees will participate in hiring, approve workplans, monitor implementation and supervise evaluation. The Governance Committees will also assist in annual strategy revisions.

Community Collaboratives:

Both projects will work in close partnership with the local children's collaborative, each of which brings coordination across the social service community. These collaboratives assist with culturally and linguistically appropriate staff to support our efforts.

Parents as Trainers:

Research on parent education makes it clear that the results on classroom model education are ambiguous, and the parents we most want to reach often won't attend these events. We know that new methods of meeting with families in their own environments or in places with which they already have connections is most likely to ensure involvement. We also know that parent trainers can augment the experts and create a learning, empowering atmosphere. We will expend funds on parent stipends to enable use of parents as trainers, which will also support our cultural and linguistic responsiveness.

Our professional development approach will be comprehensive, although the Governance Committees have not yet developed a detailed plan. We have been utilizing the many resources made available through UCLA and will continue to do so, sending staff to appropriate trainings. In addition to using a small portion of the implementation funds, the Commission will provide travel and other supports to ensure the School Readiness Coordinators and VISTA volunteers take advantage of appropriate training resources. Specialized "Parents As Trainers" trainings will be offered.

The Nevada County Commission recently implemented a Professional Development for Kids (PAK) Scholarship Fund. This fund provides a \$500 grant for our community partners who wish to attend trainings related to serving 0 to 5 year olds and their families. We anticipate that understanding of School Readiness will improve at every level.

c. Provide an explanation for your proposed budget. Explain how your budget represents appropriate costs and cost-effective use of funds for children birth to 5 and their families; reflects both current and new local resources (e.g. funds, services, facilities, personnel); and shows the integration of County Commission, education, and other partnership funding. CCFC Funds are awarded to support the School Readiness Program described in this application that meets the required criteria.

The budget and related forms that we've included provide a glimpse into the fiscal side of our program, but they don't reveal the complete picture. You'll note in Form 4A the Commission's commitment to funds this year as well as future years; these are derived from our fiscal sustainability plan. You'll see this year's commitment from our funding

partners and their projections of commitments in future years, as well as those who support the program through in-kind contributions. School districts, specific schools, community organizations and collaboratives, and the County of Nevada have come together to commit resources to the continued success of this program. It's not a Commission project; every participant owns it, as reflected here and by the MOU's.

The following Collaborative Partners are not included in the Budget Forms as "Funding Partners" because of the complexity that would involve. They include: SNCS, Child Advocates, Nevada County Libraries, KidZone, Sierra Nevada Children's Museum, Project MANA, CNCF, and FREED. These organizations have a strong commitment to young children, babies and their families in Nevada County, and their participation and input (through Governance Committees, as advisors, contracted services) is essential to a successful program. Sierra College should also have been listed as an in-kind funding partner, because it contributes space, utilities, security, maintenance, janitorial services, phone and network/IT support to the Child Development Center; they could not provide us with a dollar value of these services for timely submission of this document.

Form B reflects the findings of the Planning Committees that greater resources be allocated to Early Care and Education, Parenting/Family Support Services and Ready Schools. Form 4C provides an itemization of budgeted expenses. Detailed here is the fiscal commitment to expanding on the already-successful Neighborhood Doorways to Success and Latino Family Nights programs.

A detailed budget has been provided only for FY 02/03 and FY 03/04 because the program will be improved as we go. The analysis that will take place then might require a reconfiguration of resources to incorporate decisions of the Governance Committees, School Boards, and the Commission as to how the program might improve/realign with families' priorities. Thus, numbers projected on both Forms 4B and 4C are best-guess estimates that may be revised next year.

On these forms, allocations for Program Infrastructure and Administration would appear to be missing; they're not, of course. The Commission has decided to use School Readiness Implementation Funds, its own funds and in-kind contributions (staff resources) to support the School Readiness Program in several ways:

- Development of School Readiness materials and support;
 - Utilizing credentialed, experienced consultants for best use of dollar spent;
 - Commitment to staff development; and
 - Accountability and evaluation.
- a) The Commission has encumbered implementation monies for: Latino forums on English Language Learning, School Readiness Kits, a Parent's Guide to Kindergarten and will also provide cash and in-kind support toward administrative assistance to the program;
 - b) The Commission also committed fiscally to assuring that well-credentialed and experienced expertise guides the program by contracting with a Child Development Expert (Mary Anne Kreshka) and School Readiness Coordinators (Phebe Bell and another to be recruited). These leaders (as well as the leadership of Jon Byerrum and Laurie Martin, extremely qualified and engaged Commission members) demonstrate the Commission's commitment to getting the "best" for the "best value" (see Section C, above);
 - c) Not only will the School Readiness Coordinators and Child Development Expert provide guidance to and lead the programs, but they'll also play a role in staff development. The Special Needs Preschool has a staff development component, and the Commission has set aside funds for staff to take advantage of seminars offered by UCLA and others; and
 - d) Although the Commission budgets for evaluation yearly, it's decided to commit additional funding exclusively for assessment and evaluation of the School Readiness Program, from Governance Review, I & A review, to evaluation of specific project components through various tools, including bi-lingual parent surveys.

**School Readiness Estimated Program Budget
CCFC & County Match and Estimated # Served**

Applicant County: Nevada

Name of School Readiness Program: Nevada County School Readiness Program

“Match” Funding Organization	FY 02/03	FY 03/04	FY 04/05	FY 05/06	FY 06/07	Total
A. County Commission	\$112,117	181,865	189,248	196,632	125,142	805,004
B. Funding Partners:	220,816	369,291	359,525	359,525	209,723	1,518,880
• PACE only (not State Retention Funds)	36,431					36,431
• LPC	4555	9,767				14,322
• NCSoS - Special Needs Preschool	36,107	86,658	86,658	86,658	50,550	346,631
• TTUSD / Truckee Head Start	62,500	150,000	150,000	150,000	87,500	600,000
• CCTT	6,500					6,500
• Nev Co HAS	810					810
• GVSD	56,623	122,867	122,867	122,867	71,672	496,896
• UWNC/Bank of America/Nev Co HSA	16,667					16,667
• Sierra College	623					623
Total Local Funding for Match (A+B)	332,933	551,157	548,773	556,157	334,864	2,323,884
C. CCFC Funding	41,667	100,000	100,000	100,000	58,333	400,000
D. Additional Funding Partners : in kind	193,234	430,360	430,360	430,360	251,043	1,735,357
• GVSD	156,159	374,782	374,782	374,782	218,623	1,499,128
• CCTT	12,979	2,200	2,200	2,200	1,283	20,862
• TTUSD – in kind	14,583	35,000	35,000	35,000	20,417	140,000
• HelpLine (I &A)	5,991	14,378	14,378	14,378	8,387	57,513
• Sierra Nevada Memorial Hospital Fdn.	1,855					1,855
• TE	1,667	4,000	4,000	4,000	2,333	16,000
Total School Readiness Funding (A+B+C+D)	\$567,834	\$1,081,517	\$1,079,133	\$1,086,517	\$644,241	\$4,459,243

Estimated Number (#) of Children and Families to be Served

	FY 02/03	FY 03/04	FY 04/05	FY 05/06	FY 06/07
Estimated # of children to be served	A=578	A=602	A=626	A=651	A=677
A. New children served	B=1,736	B=1,805	B=1,877	B=1,952	B=2,030
B. Children served by enhanced services	C=2,314	C=2,407	C=2,503	C=2,603	C=2,707
C. Total children served (A+B)					
Estimated investment per child served (Total Funding divided by estimated # of children served)*	\$245.39	\$449.40	\$431.17	\$417.42	\$237.99
Estimated # of children with disabilities and other special needs to be served (duplicated count of 'C' above)	532	554	576	599	623
Estimated # of families to be served	1,928	2,005	2,086	2,169	2,256

Please explain the cost per child:

The numbers of children served are based on Nevada County Census figures from 2000 (pages 291–300, *Census Summary File 1*, US Census Bureau, 2001, www.census.gov). Per section P14 (page 294), the county-wide population under 6 was 5,322. The numbers here represent our best estimate of all children under 6 that are served by TE and GVSD. They may *seem* to be overstated with respect to new initiatives covered by the School Readiness First Five monies as listed on Form 4C because the State monies are funding chiefly projects benefiting children 3 to 6 and their families. However, many portions of our **TOTAL** School Readiness Program (i.e., those elements which our County Commission is funding and those funded by our partners as described in the narrative) aid pregnant women and children 0-6. More importantly, though, a major element of the Nevada County School Readiness Program strategy is to link systems and provide training for educators, parents and caregivers which we believe will benefit all children 0-5 and those to come! Thus, we decided to include all children under 6 within these regions, making the investment per child seem low but reflecting the community commitment to receive the biggest possible benefit from these monies by truly serving all children.

Investment per child = total funding (including partners in-kind contributions) ÷ total number of children served.
FY 02/03 and FY 06/07 are lower because only partial years are funded (5 months of 02/03 and 7 months of 06/07).

**School Readiness Estimated Program Budget
STATE CCFC FUNDS**

Applicant County: Nevada

Name of School Readiness Program: Nevada County School Readiness Program

Control # (State CCFC use): _____

Description		Fiscal Year 02/03	Fiscal Year 03/04	Fiscal Year 04/05	Fiscal Year 05/06	Fiscal Year 06/07
	* EARLY CARE AND EDUCATION	\$6,100	\$19,724	\$19,720	\$19,720	\$11,560
	* PARENTING/FAMILY SUPPORT SERVICES	\$19,500	\$44,624	\$44,620	\$44,620	\$26,200
	* HEALTH AND SOCIAL SERVICES	\$4,550	\$9,724	\$9,720	\$9,720	\$6,358
	* SCHOOLS' READINESS FOR CHILDREN	\$7,550	\$17,724	\$17,720	\$17,720	\$10,360
	* PROGRAM INFRASTRUCTURE & ADMIN	\$3,002	\$8,224	\$8,220	\$8,220	\$4,800
TOTALS		\$40,702	\$100,020	\$100,000	\$100,000	\$59,278

Applicant County: Nevada

Name of School Readiness Program: Nevada County School Readiness Program

	CCFC FUNDS - Amount Budgeted					
ITEM (describe))	FY 02/03	FY 03/04	FY 04/05	FY 05/06	FY 06/07	Totals
Joint Activities – Preschools	1,000	1,000				
Enrichment Classes for Children	2,000	2,000				
Spanish for Preschoolers		2,500				
Diversity Training		1,000				
Provider Training on Special Needs		1,000				
Provider Training on School Readiness		3,000				
Lending Library		1,000				
Expanded Latino Family Nights	7,240	15,000				
Expanded Neighborhood Doorways to Success	3,000	11,000				
Expanding Family Literacy Programs	2,000	2,000				
Expanding Parenting Classes	2,000	2,000				
Ed Advocacy Classes for Parents		1,000				
ESL Classes for Parents		3,000				
Expanding Culturally Appropriate Nutrition Information	1,500	1,500				
Parent Stipends	1,200	2,400				
Early Care/ K Transition: Training Stipends	3,500	7,500				
GVSD – Supplies (Parenting Ed.)	1,000					
Early Care-K transition – supplies	1,000	2,000				
2 School Readiness Coordinators – 80% of salary	12,209	32,896				
PROGRAM EXPENSES						
SUBTOTAL	37,649	91,796	91,796	91,796	54,123	\$367,160
2 School Readiness Coordinators – 20% of salary	3,053	8,224				
ADMINISTRATIVE EXPENSES						
SUBTOTAL	3,053	8,224	8,224	8,224	5,115	\$24,672
EQUIPMENT & FIXED ASSETS						
SUBTOTAL						
ANNUAL TOTALS	\$40,702	\$100,020	\$100,000	\$100,000	\$59,278	\$400,000 (program total)

SCHOOL READINESS PROGRAM DIRECTORY INFORMATION (SCHOOL READINESS PROGRAM PROFILE)

County Commission: NEVADA	Phone: 530.265.0611 x224
Executive Director: Jean Soliz	FAX: 530.265.0524
Address: 400 Hoover Lane, Nevada City, CA 95959	E-Mail: jean@nevco.k12.ca.us

School District/School	Enrollment	Grades	School District/School	Enrollment	Grades
GVSD/Bell Hill School	240	K-2			
GVSD/Hennessy School	390	K-3			
TTUSD/Truckee Elementary	675	K-5			

Community Characteristics	Stretching from the Sierra Nevada foothills to the Nevada state line, Nevada County encompasses an area of 978 square miles and a population of approximately 88,800. Nevada County as a whole experienced an improved economic picture before the current downturn, but families with young children have benefited the least. While many wealthy retirees live in the county, families with young children receive low wages relative to their counterparts in more populous areas of the state, and these families face surprisingly high costs for housing, transportation, and child care.
Services and Programs (List one 'new' strategy or service in the 5 Essential and Coordinated Elements)	<p>Overall: Both the Truckee and Grass Valley School Readiness programs will be facilitated by School Readiness Coordinators. These Coordinators will bring together the elements of the Nevada County School Readiness Plan to ensure effectiveness and inclusiveness. The Coordinators will work with new and expanded strategies, using research-based techniques and promising practices in all planning, implementation, and evaluation. New strategies are listed below and are discussed in greater detail in the narrative. These strategies were developed by community planning committees.</p> <ul style="list-style-type: none"> • <u>Early Care & Education:</u> An extended day preschool for special needs children in western Nevada County will include training, parent support and advocacy training, and evaluation. Truckee will be working toward universal preschool, advocating for new slots and slots that respond to the cultural and linguistic differences in the community, as well as for special needs children. • <u>Parenting & Family Support:</u> Parenting and parent education that will follow research-based techniques in recruitment and curriculum, with special attention paid to Latino families, both culturally and linguistically. This element will include an emphasis on family literacy, helping families prepare for entering kindergarten, advocacy training, and Spanish/English options. • <u>Health & Social Services:</u> The Early Childhood Consultation Project, funded by the local commission, has just begun to offer Behavioral Health services to children and families through the child care setting in School Readiness sites. This research-based initiative is a team approach, with an early childhood expert and a mental health clinician working together to address the needs to the child care site and of the child. Nutrition education will be offered to Latino parents in Truckee. • <u>Schools' Capacity:</u> The Coordinators begin a new initiative that will bring kindergarten and early childhood educators together to shared trainings, to share site visits, to discuss curriculum and expectation, and to facilitate the transfer of data around each child entering kindergarten. These strategies were defined, large part, by parent and educator surveys and will benefit from expert child development consultation. • <u>Program Infrastructure, Administration & Evaluation:</u> A Governing Team will be developed out of the Planning Committees at each site to ensure that School Readiness in Nevada County remains efficient, effective, and responsive to community needs. Child assessments will be expanded around children's issues, expanding pre-existing biennial countywide evaluations.
Collaborative Partners	Grass Valley School District, Tahoe-Truckee Unified School District, Nevada County Superintendent of Schools, Community Collaborative of Tahoe-Truckee, Family Connections Collaborative, Family Resource Center of Tahoe-Truckee, Local Child Care Planning Council, Nevada County Behavioral Health Department, Sierra Nevada Children's Services, Sierra College, Project MANA, Nevada County Library Literacy Program, Foothills Healthy Babies, Tahoe Forest Hospital Children's Center, KidZone, United Way of Nevada County, Project MANA, FREED Independent Living Center, Child Advocates of Nevada County, Truckee HeadStart, Sierra Nevada Children's Museum, Child Advocates, and HelpLine.

School Readiness Programs Request for Funding (RFF) Technical Assistance Survey

County: Nevada	Contact: Jean Soliz
Agency Name: Nevada County Children and Families First Commission	Telephone: 530.265.0611 x224

Please compile the technical assistance needs/strengths of each School Readiness Program in your County Commission's application and present combined information for the County, or indicate if the information provided is for a specific School Readiness Program.

What questions do your County Commission or collaborative partners have about the School Readiness Programs?

What assistance do you need?

We'd love to learn about School Readiness kits and parent education curricula and strategies. Additionally, we'd love information about ways to foster Latino families as active community members who feel empowered to advocate for their children in schools and confident about their role as parents in our culture.

What assistance can you provide to others?

We have child development expertise unique to many rural counties. This professional assistance enables us to garner blended funding for model programs in a small setting. One of our strategies is to build a community consensus about inclusion, as well as teaching English for preschoolers and kindergarteners, with expert assistance. This issue is crucial to all northern California rural counties. We offer to share in any way that is practicable.

Please include in your application or FAX to:
California Children and Families Commission
(916) 323-0069 Attn: Roberta Peck



Nevada County Children and Families First Commission

Champion Mine Family
Resource Center
400 Hoover Lane
Nevada City, CA 95959

(530) 265-0611
fax (530) 265-0524
Linked to www.nevco.org

Laurie Martin

Director of Community
and Youth Development,
Tahoe-Truckee School
District

Phyllis Murdock

Director Nevada County
Human Services Agency

Bruce Conklin

Nevada County Supervisor,
District 3

Jon Byerrum

Superintendent of Grass
Valley School District

Dr. Charles Johnson, MD, MPH

County Health Officer

Jean Soliz
Executive Director

Elizabeth Matson
Program Coordinator

3 de Octubre, 2002

Queridos Padres,

El Grass Valley School District y la Comission de Niños y Familias Primeras, vamos a empezar un proyecto nuevo: La Iniciative Para Preparacion Para La Escuela. Este proyecto va a incluir los padres, las escuelas, los maestros de los programas preescolares, y la comunidad en apoyar los niños cuando entran en el jardín de infancia. Pero necesitamos su ayuda para hacerlo bien.

Junto con esta carta está una encuesta. Por favor, complete la encuesta y mandela en el sobre que le hemos previsto. Sus ideas como padres es muy importante.

Gracias por su ayuda con este proyecto importante.

Sinceramente,

Jean Soliz

Directora



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County Health Officer

Jean Soliz
Executive Director

Elizabeth Matson
Program Coordinator

October 3, 2002

Dear Parent,

The Grass Valley School District and the Nevada County Children and Families First Commission are proud to launch a new project: The School Readiness Initiative. This project will bring parents, schools, child care providers, and our community together to support young children as they prepare to enter kindergarten. However, we are still in the planning stages and need your help as a parent to make sure we are on the right track.

Attached to this letter is a survey for parents who's children will attend Grass Valley School District. Please fill out the survey and return it to us in the stamped envelope provided. Your ideas as a parent and community member are very important. **We will use your responses to design programs to help all young children enter kindergarten ready to be successful learners.**

If you have any questions or would like to know more about the project, please feel free to contact me.

Thank you for your help with this important project.

Sincerely,

Jean Soliz
Executive Director



Nevada County Children and Families First Commission

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3 de Octubre, 2002

Queridos Padres,

El Grass Valley School District, el maestro de su niño, y la Comission de Niños y Familias Primeras, vamos a empezar un proyecto nuevo: La Iniciative Para Preparacion Para La Escuela. Este proyecto va a incluir los padres, las escuelas, los maestros de los programas preescolares, y la comunidad en apoyar los niños cuando entran en el jardín de infancia. Pero necesitamos su ayuda para hacerlo bien.

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County Health Officer

Jean Soliz
Executive Director

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October 3, 2002

Dear Kindergarten Parent,

The Grass Valley School District, your child's kindergarten teacher, and the Nevada County Children and Families First Commission are proud to launch a new project: The School Readiness Initiative. This project will bring parents, schools, child care providers, and our community together to support young children as they prepare to enter kindergarten. However, we are still in the planning stages and need your help as a parent to make sure we are on the right track.

Attached to this letter is a survey for kindergarten parents. Please fill out the survey and return it to us in the stamped envelope provided. Your ideas as a parent and community member are very important. **We will use your responses to design programs to help all young children enter kindergarten ready to be successful learners.**

If you have any questions or would like to know more about the project, please feel free to contact me.

Thank you for your help with this important project.

Sincerely,

Jon Byerrum

Superintendent, Grass Valley School District

KEY TO PARTNERS

GVSD	Grass Valley School District
UWNC	United Way of Nevada County
CNCF	Community Network for Children and Families
SR Staff	School Readiness Coordinator
Alta	Alta Regional
CCTT	Community Collaborative of Tahoe-Truckee
FRC	KidZone Family Resource Center
SNCM	Sierra Nevada Children's Museum
SNCS	Sierra Nevada Children's Services (R&R)
TE	Truckee Elementary
TGIF	Truckee Group Individual and Family Counseling Center
ESP	Educator Support Program
BH	Behavioral Health
TTUSD	Tahoe Truckee Unified School District
NCSoS	Nevada County Superintendent of School
UW	United Way
PACE	Policy Analysis California Education
LPC	Local Childcare Planning Council
CBO	Community Based Organization
SRI	Stanford Research Institute
MANA	Making Adequate Nutrition Accessible

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Nevada County School Readiness Program Workplan

Please see "Key to Partners" (Attachment B) for list of partner acronyms.

Timeline (see notes at end of workplan)

Year 1 (02/03)	Approval of application through June 30, 03	Year 4 (05/06)	July 1, 2005 - June 30, 2006
Year 2 (03/04)	July 1, 2003 - June 30, 2004	Year 5 (06/07)	July 1, 2006 - end of contract (estimated at 7 months)
Year 3 (04/05)	July 1, 2004 - June 30, 2005		

Early Care and Education

Strategy	Project	Partners	Year 1 (02/03)	Year 2 (03/04)	Year 3 (04/05)	Year 4 (05/06)	Year 5 (06/07)
Offering Spanish classes for English speaking preschoolers	Truckee	FRC, CCTT					
Supporting joint activities between primarily English and primarily Spanish speaking preschool programs	Truckee	SNCS, CCTT					
Advocating for preschool programs that serve both English and Spanish speakers	Truckee	SR staff					
Trainings for preschool providers on working with special needs kids, on Spanish language and culture, and on behavioral health	Truckee & GVSD	SNCS, Alta, FREED, GVSD, Sierra College					
Trainings for preschool providers on educational concepts, such as Early Literacy, etc.	Truckee & GVSD	SNCS, GVSD, Sierra College					
Create a lending library for preschool and early care providers with kindergarten curriculum and materials	Truckee	SNCS, CCTT					
Continue efforts to train and encourage professionalism amongst early childhood educators, with programs such as ESP	Truckee	Sierra College, SNCS, LPC					
Convene of forums for parents on models of English Language Learning educational options	Truckee (GVSD in Year 3)	SR staff, TTUSD					
Develop a model special needs preschool	NCSoS	NCSoS, Sierra College, FREED, LPC					
Implement an anti-violence curriculum for teachers, children, and parents of preschoolers	GVSD	GVSD, SR staff, Sierra College					

Ready Schools

Strategy	Project	Partners	Year 1 (02/03)	Year 2 (03/04)	Year 3 (04/05)	Year 4 (05/06)	Year 5 (06/07)
Creating a guide to all of the Kindergarten options in the district and how to access them	Truckee & GVSD	SR staff					
Providing information from the school to parents regarding the expectations of an entering Kindergartner at an earlier time than Kindergarten Roundup	Truckee	TE					
Offer developmental assessments of children through the school to assess school readiness	Truckee & GVSD	TE, GVSD					
Support site visits of Kindergarten teachers to preschool sites	Truckee & GVSD	TE, GVSD					
Early Childhood Expert	Truckee & GVSD	SR staff					
Develop common expectations of children for School Readiness between kindergarten teachers and child care providers	Truckee & GVSD	TTUSD, GVSD, SNCS, LPC, Sierra College					
Train early childhood educators on School Readiness	Truckee & GVSD	SNCS, LPC, NCSoS, Sierra College					
Explore the creation of a liaison between parents, early childhood educators, and schools	Truckee & GVSD	TTUSD, GVSD, SNCS, LPC, Sierra College					
Create a system for sharing pre-Kindergarten assessments and other information about a child with the kindergarten teacher	Truckee & GVSD	TTUSD, GVSD, SNCS, LPC, TE					

Parenting and Family Support

Strategy	Project	Partners	Year 1 (02/03)	Year 2 (03/04)	Year 3 (04/05)	Year 4 (05/06)	Year 5 (06/07)
Expanding access to enrichment classes for children and their parents (more classes, less cost, more days/times, classes in Spanish)	Truckee & GVSD	SNCM, GVSD					
Expanding the Family Literacy Program to reach more families	Truckee & GVSD	FRC, GVSD					
Creating School Readiness Workshops for parents with practical ideas for activities to do at home; possibly distribute School Readiness Kits to parents	Truckee & GVSD	SR Staff					
Continuing and expanding parenting classes and fun family activities	Truckee & GVSD	FRC, GVSD					
Provide workshops on School Readiness for parents	Truckee & GVSD	FRC, GVSD					
Encouraging greater use of KidZone and other enrichment activities by Latino children	Truckee	FRC					
Provide trainings for parents on how to advocate for their children in the educational system	Truckee	FRC					
Provide ESL classes for parents at multi-levels of skills	Truckee & GVSD	FRC, GVSD					
Expand ESL Family Nights for families with young children	GVSD	GVSD, CNCF, UWNC					
Expand "Neighborhood Doorways to Success" family support program in low income apartment complexes	GVSD	UWNC, CNCF					

Offer parenting education options that serve to increase parents' knowledge of child development and on School Readiness	Truckee & GVSD	FRC, GVSD		
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Health and Social Services

Strategy	Project	Partners	Year 1 (02/03)	Year 2 (03/04)	Year 3 (04/05)	Year 4 (05/06)	Year 5 (06/07)
Expand culturally appropriate nutrition education by expanding the Dar a Luz program and other nutrition efforts	Truckee	Project MANA					
Offer and expand the Behavioral Health Project to provide better support for preschools with children with mental health needs	Truckee & GVSD	CFFC staff, Nev Co HSA					
Provide assessment and referral services to families through their child care setting	Truckee & GVSD	CFFC staff					
Provide positive oral health through a peer outreach prevention program	Truckee	Dental Task Force					
Expand nutrition education efforts for Latino families with young children	Truckee	Project MANA					
Offer breastfeeding support services to new mothers	GVSD	Nev Co HSA					

School Readiness Program Infrastructure and Administration

Strategy	Project	Partners	Year 1 (02/03)	Year 2 (03/04)	Year 3 (04/05)	Year 4 (05/06)	Year 5 (06/07)
Continuing the current or similar Kindergarten Assessment	Truckee	CCTT, TE					
Expanding use of the Desired Results Instrument and the Ages and Stages Questionnaire to all preschool and early care sites	Truckee	SNCS, Sierra College, LPC					
School Readiness Coordinator (20% Admin, 80% Direct Service)	Truckee & GVSD	CCTT, GVSD					
Evaluation and Assessment	Truckee & GVSD	CFFC Staff					
Utilize a shared data collection system to measure what families with young children need	Truckee & GVSD	CFFC Staff					
Use Governance Committees to oversee planning, operations, and evaluation	Truckee & GVSD	CFFC Staff					

Notes on Timeline of Workplan:

Assuming that this Program is funded in February 2003, the following steps will occur as outlined below and in this workplan.

- 1 The Governance Committees will be in place by then for both Truckee and GVSD.
- 2 Hiring of GVSD School Readiness Coordinator will proceed as soon as possible (Truckee's coordinator has already been hired).
- 3 Immediately following approval of the Program, both Governance Committees will begin detailing workplans and evaluation plans.
- 4 Assuming that approval comes in February 2003, implementation will begin that spring for strategies scheduled for Year 1. Year 2 implementation will coincide with the school calendar in fall of 2003.

Grass Valley School Readiness Planning Committee Roster

Ariel Lovettking, Parent

Carmen Brocke, Latina Interpreter

Carol Judd, Bell Hill School, Principal

Carolyn Tate, Child Care Provider

Cynthia Wiberg, Hennessy School, Kindergarten Teacher

Diane West, Grass Valley School District, Director of Preschools

Dina Pineda, Parent

* Ginny Griffing, Foothills Healthy Babies, Director

* Jackie Clary, Nevada County Library Literacy Service, Director

Jim Adams, Parent

Jon Byerrum (Commissioner), Superintendent, Chair

Grass Valley School District

Maren Petre, Children's Mental Health Services, Program Manager

* Nancy Ramsey, United Way, Success by 6 Program, Coordinator

Pauline Counihan, Bell Hill School, Kindergarten Teacher

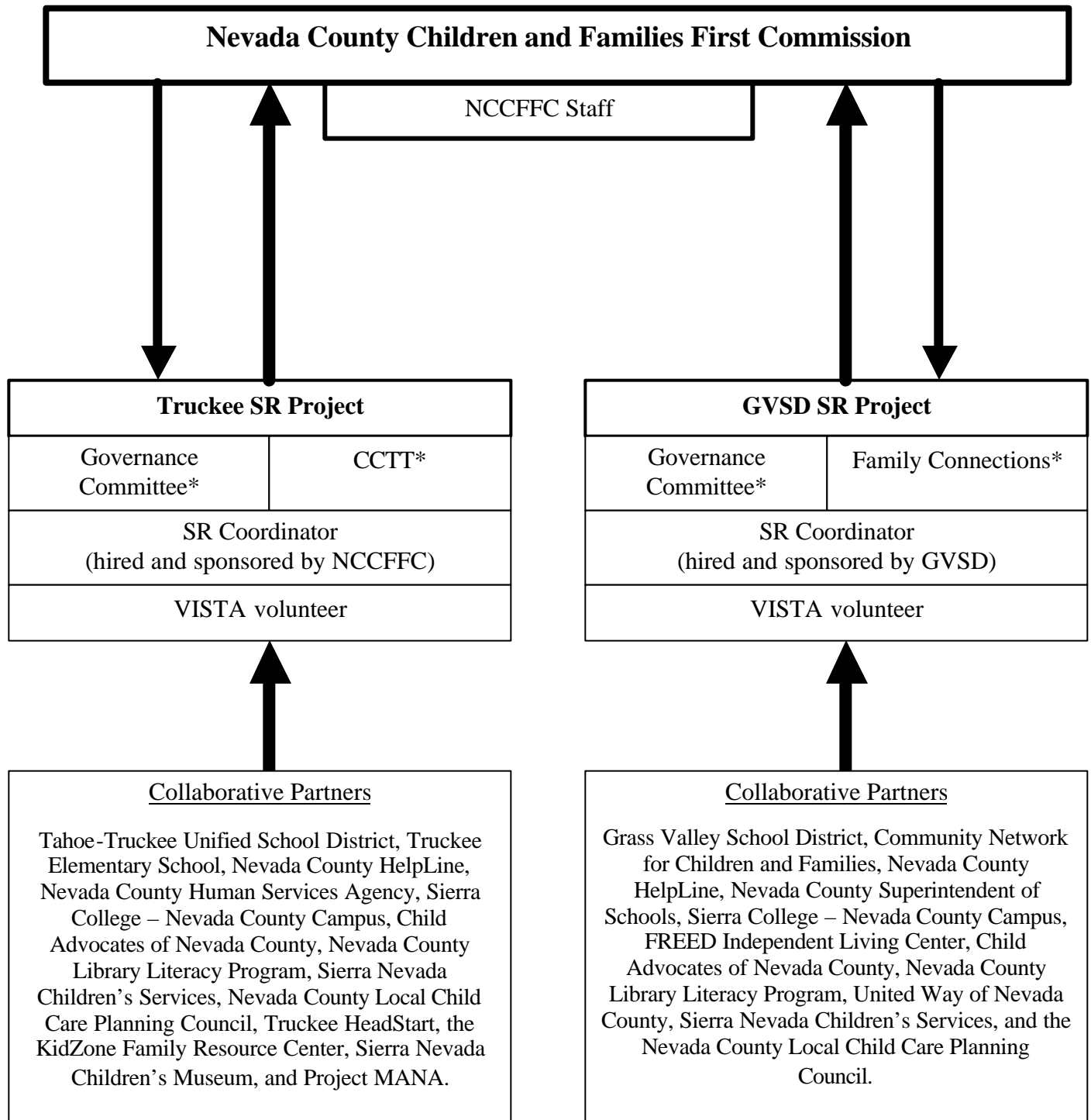
* Also representing the Family Connections Collaborative

Truckee Elementary School Readiness Planning Committee Roster

Cindy Maciel, STEPP Program for Teen Parents
Esther Bousquet, Second Grade Teacher
Felicia Jensen, Sierra Nevada Children's Services
George LeBard, Project MANA
Gretchen Heneveld, Kindergarten Teacher
Jackie Clary, Library Literacy Program
Janelle Botto, Discovery Preschool, Teacher
Jennifer Cannel, TGIF Counseling, Director
Jessie Mortimer, Project MANA
Kim Bradley, Community Collaborative of Tahoe Truckee, Coordinator
Kim Estabrook, Head Start and Early Head Start, Director
Letitia Aguilar, Family Childcare Provider
Laurie Martin (Commissioner), Director of Community and Youth Development,
Tahoe Truckee Unified School District
Leslie Grant, Assistant Principal Truckee Elementary
Margarita De Nevarez, Family Advocate
MaryEllen Lopez, Parent
Rebecca Shurtleff, Tahoe Forest Hospital Childcare and Preschool
Ruth Hall, Sierra Nevada Children's Services
Susan Frishman, Alta Regional Center
Tamara Chisholm, Parent and Family Advocate

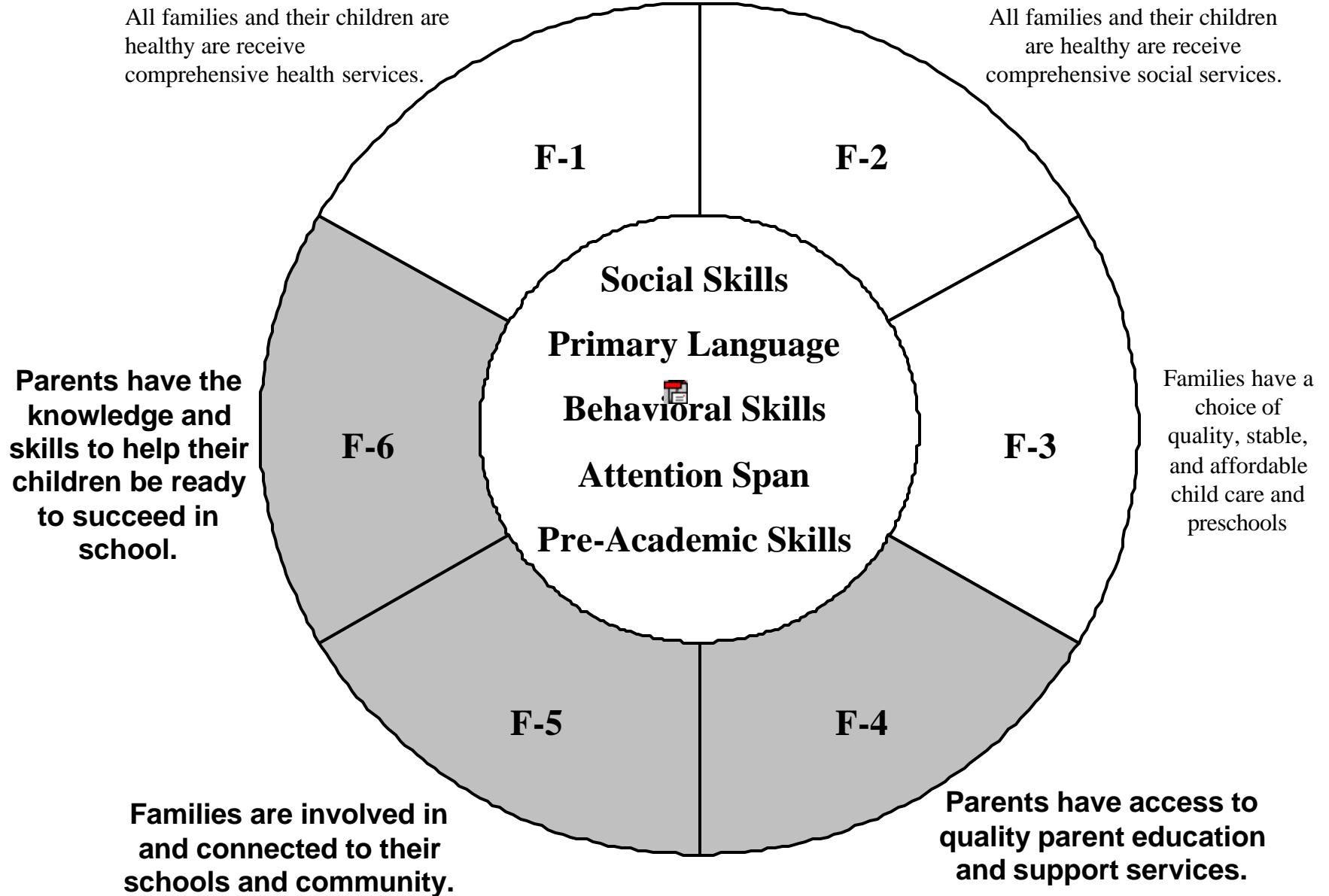
Nevada County Children and Families First Commission School Readiness Program

Organizational Chart



*Each Governance Committee and Collaborative includes families.

READY FAMILY OUTCOMES



READY SCHOOLS OUTCOMES

